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ABSTRACT

Presented is the final performance report of the CSDC model which is designed to provide services for learning disabled high school students. Sections cover the following program aspects: organizational structure, inservice sessions, identification of students, materials and equipment, evaluation of student performance, evaluation of the model, and replication procedures. The model focuses on training the regular classroom teacher in identification of learning disabilities and providing assistance related to educational, social, and vocational needs of the learning disabled student. (SBH)

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Title VI - G, Sec. 661, P.L. 91-230
Contract Number 300-75-0364
Kansas City, Kansas CSDC

Final Performance Report
October 4, 1976

EC101400

FINAL PERFORMANCE REPORT

Introductory Remarks:

For the purpose of clarity, the Final Performance Report has been prepared by (1) referring to goals, scheduling, and expected results as listed in the grant abstract; and (2) listing accomplishments/slippages as they pertain to those items above.

I. PROGRAM ORGANIZATIONAL STRUCTURE

The CSDC model was initiated at J.C. Harmon High School at the beginning of the 1975-76 school year. One of the first priorities was the employment of qualified individuals, i.e. full-time CSDC Coordinator, full-time Learning Center teacher, full-time para-professional, and half-time Community Inservice Coordinator. The Community Inservice Coordinator worked with the project full-time until February 15, 1976, thus meeting the obligations as stated in the provisions of the grant.

In addition, the twelve-member Advisory Council was established and met for the first time for orientation on September 16, 1975. At this and subsequent meetings, suggestions were made and utilized regarding community agencies and organizations interested in receiving information about the CSDC model and about learning disabilities in general.

Consultative assistance was frequently requested and received throughout the school year. The project relied heavily on consultative assistance from the special education staff at the University of Kansas, in particular from Dr. Donald Deshler and Dr. Floyd Hudson. Dr. Stanley F. Vasa, University of Nebraska,

was employed for one day to evaluate and suggest alternative methods to meet the model's objectives.

An Advocate Committee was established and became an active part of the CSDC program. The committee consisted of eight faculty members of J.C. Harmon which acted as representatives of the various academic areas within the regular school curriculum. Mr. Bill Todd, Principal at Harmon, acted as chairperson of the committee and was chosen for the position as a result of support he displayed concerning the initiation of a learning disabilities program. The Advocate Committee assisted the Learning Center staff in making decisions concerning placement of students and in discussing alternatives for students experiencing difficulty in adjusting to the regular classroom curriculum.

The Learning Center team consisted of three individuals: the master learning disabilities teacher, responsible for classroom teaching duties 60% of the time, while spending 40% of his time acting as a liaison between the Learning Center team and the regular classroom teachers; the learning disabilities teacher, whose duties consisted of student instruction 100% of the time; and a full-time paraprofessional, who assisted the Learning Center team 100% of the time. The Learning Center team also received assistance from the Community Inservice Coordinator on a half-time basis. The main concern of the learning disabilities teachers was to diagnose, prescribe, and remediate deficit areas of those students defined as having severe learning disabilities.

II. INSERVICE

The Community Inservice Coordinator conducted inservice meetings throughout the year in an attempt to familiarize faculty and community members about the characteristics of learning disabilities and instructional techniques for learning disabled students. Presentations were made at J.C. Harmon High School and also at Wyandotte High School, the proposed site for replication of the project. In addition, inservice sessions were conducted at Argentine and Rosedale Middle schools, both of which are the main suppliers of students to J.C. Harmon High School. The Inservice Coordinator also made presentations to several community service groups, two of which were the Kiwanians and the local chapter of ACLD.

III. IDENTIFICATION OF STUDENTS

Students were referred to the Learning Center by regular classroom teachers upon conclusion of the inservice teacher training sessions. As a result of the inservice meetings, teachers were aware of the difficulties which a learning disabled student may display, thus minimizing the number of invalid student referrals.

The learning disabilities staff administered a battery of diagnostic tests to potential learning disabled students. Included in the diagnostic procedure was the Key Math Diagnostic Arithmetic Test, the Woodcock Diagnostic Reading Test, the Peabody Individual Achievement Test and the Wide Range Achievement Test. An informal interest inventory was also administered to learn of the student's personal insights. Due to the absence of an in-school psychologist,

student records were consulted when a question arose concerning levels of intelligence. The student was granted admission to the Learning Center with the provision that he had met the following criteria: (1) I.Q. of 85 or below with a standard deviation of plus or minus 5; (2) 5th grade or below achievement on diagnostic battery in one or more of the basic skills areas; (3) the desire to receive available services.

Those students in the Learning Center who displayed obvious social weaknesses were encouraged to become involved in extra-curricular activities offered by the school. Many of the students who received assistance in the Learning Center became involved in athletics, vocal music, art, and other activities which suited their individual interests. The teacher for the emotionally disturbed was consulted when the Learning Center team encountered severe cases of social maladjustment and inability to conform socially whithin the regular classroom setting.

Some of the students which received assistance in the Learning Center expressed a desire to direct their efforts toward vocational goals. In such an instance, the Learning Center staff requested aid from the Career Education teacher. The Career Education instructor was an invaluable source for retrieval of materials and techniques for instruction relating to a particular vocational area. He was also helpful in locating suitable employment in areas of interest displayed by students wishing to work on a part-time basis.

Inasmuch as, students were encouraged to become involved in extracurricular activities, the learning disabilities staff attempted to set an example by being sponsors or assisting with the various clubs within the school. Activities which the staff played an important role were girl's track, language clubs, chess club, varsity football, and arts and crafts.

IV. MATERIALS AND EQUIPMENT

Purchase of materials was an ongoing process throughout the year in an effort to meet the needs of each student receiving services from the Learning Center.

A great number of materials was purchased in areas of reading and mathematics in order to provide each student with a variety of approaches. Student interest was used as an important criterion in the selection of materials, especially in the area of reading. The primary concern of the Learning Center staff was that of purchasing materials in subject areas and levels of difficulty so as to enable the staff to meet the needs of students with a wide range of deficits.

Some materials dealing with vocations were purchased, however, most vocational materials were obtained from the Careers Study instructor.

Equipment purchased for the Learning Center consisted of classroom furnishings and audio/visual aids to compliment the reading programs used in the Center.

The main priority in the selection of materials and equipment was that they would be functional and would play an important role in student progress.

V. EVALUATION OF STUDENT PERFORMANCE

The student's individual achievement was evaluated at nine week intervals. Achievement was measured through the use of the Wide Range Achievement Test, an instrument used in the initial diagnostic procedure. This particular instrument was utilized because of time which was allocated for post-testing. It was found to be an accurate means of measuring progress and results, as compared with those obtained from diagnostic testing instruments used.

In some cases, the entire diagnostic battery was re-administered in order to gain a more thorough view of the student's achievements. This procedure was used only with the most severe cases, however.

In addition to testing procedures as a means to assess achievement, the staff also employed the use of individual prescriptions to establish goals to be reached by each student. In reviewing the student's work and comparing it with goals previously set for him, the reviewer was able to assess the student's gains and to prepare goals for the upcoming nine-week period.

VI. EVALUATION OF MODEL

Faculty members, administrators, and students at J.C. Harmon were requested to evaluate the CSDC model through the use of a staff prepared evaluation form. Each group received a form prepared especially for his/her department or function within the school, i.e., principal, student, or teacher. Questions concerned an evaluation of services offered by the Learning Center, not only

by teachers which referred students, but also by students who were receiving services in the Center.

In addition to completing the evaluation form, the groups were asked to provide the staff with suggestions which would improve delivery of services by the Learning Center team. Through the use of the evaluation form and through the use of the suggestions received from teachers, students and administrators, the Learning Center team members were able to provide more effective services.

In addition to an evaluation of the program from within the school, the CSDC also employed Dr. Stanley F. Vasa from the University of Nebraska for the purpose of evaluating the progress, structure, and achievements of the program. Dr. Vasa provided the Learning Center staff with new ideas, materials and techniques which the staff was previously unaware.

VII. REPLICATION PROCEDURES

Procedures for replication of the CSDC began in the early fall of 1975, beginning with an inservice meeting at the replication site, Wyandotte High School. The Community Inservice Coordinator presented a review of the CSDC located at Harmon High School and followed with a training session designed to familiarize the regular classroom teacher with behavior associated with a learning disabled child.

Although a learning disabilities program was not scheduled to begin at Wyandotte High School until the 1976-77 school year, it was necessary to begin teacher training sessions at an earlier

date, due to the fact that potential learning disabled students would be tested in the spring in preparation for the beginning of the fall semester.

An Advocate Committee was formed at the replication site, which included approximately twenty faculty members and two administrators. The members of the Advocate Committee were to act as liaisons between the Special Education Department and the teachers in their respective departments in an effort to insure success of the program upon its initiation.

In the spring of 1976, a member of the J.C. Harmon Learning Center staff administered the diagnostic test battery to twenty-one students who had been referred for services by teachers at Wyandotte High School. Of the twenty-one students tested, fifteen qualified for services in the learning disabilities classroom. This was an indication of the degree of success achieved by the Community Inservice Coordinator at the inservice meeting held earlier in the year.